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ABSTRACT

This document provides information designed to help businesses increase their involvement in supporting children and families. The first of three chapters discusses the impact of social changes on the work force, and lists benefits that accrue to businesses and families when businesses institute policies that support employees' families. The second chapter describes options for the business community in providing child care services and arranging flexible work schedules for their employees. This chapter also lists activities by which businesses can facilitate parent involvement in early childhood education and offers eight suggestions for improving businesses' support of families. Successful efforts that exemplify business support of families are highlighted in both of these chapters. Finally, resource organizations or publications relating to child care are listed in the third chapter. Appendices include a survey form designed for a particular child care center, a questionnaire on dependent child care, a survey to gauge the degree of employees' involvement in their children's education and in meeting the needs of their families, and a sample company credo. A 36-item bibliography is provided. (BC)

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SUPPORTING FAMILY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

A GUIDE FOR BUSINESS

PS 021015

SERVE
SouthEastern Regional Vision for Education

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SUPPORTING FAMILY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

A GUIDE FOR BUSINESS

September 1992

SERVE
SouthEastern Regional Vision for Education

affiliated with the

School of Education
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and the
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ABOUT THE SERVE LABORATORY

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the Laboratory reflects a commitment to creating a shared vision for the future of education in the Southeast.

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students. Laboratory goals are to address critical issues in the region, work as a catalyst for positive change, serve as a broker of exemplary research and practice, and become an invaluable source of information for individuals working to promote systemic educational improvement.

In order to focus the work of the Laboratory and maximize its impact, SERVE will emphasize one of the national goals established by the President and National Governors' Association for regional attention each year. A special three-year project, SERVEing Young Children, will focus on ensuring that all children are ready to begin school. In addition, SERVE will respond to other regional needs as identified through needs assessments, collaboration with other organizations, and regular, direct contact with educators in the region.

Collaboration and networking are at the heart of SERVE's mission; the Laboratory's structure is itself a model of collaboration. The Laboratory has four offices in the Southeast to better serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The Laboratory's information office, affiliated with the Florida Department of Education, is located in Tallahassee. Field service offices are located in Atlanta, Greensboro, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi.

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FOREWORD

A banking corporation decides to offer full payment of its employees' prenatal and well-baby costs, to include covering the employees' $500 deductible. The corporation actually saves money.

Several small corporations join together to invest in quality care for employees' children and/or their parents.

Leaders of over 200 corporations publish research results which conclude that businesses must take the lead in ensuring the best possible education for this country's children.

A leading civic business organization develops a program encouraging its community leadership to focus on collaborative efforts to help prevent problems affecting children from before birth to age five.

What do these vignettes have in common? The combined stories show that business is increasingly cognizant that

- children must be better prepared to contribute in the work place of the future,
- prevention is a cost-saving strategy,
- preparing children for the future will require concerted action beginning before children are born and continuing into their school years,
- productive and well-educated citizens are an invaluable commodity, and
- business must accept a major role in supporting a healthy balance between work and family life.

Through appropriate collaboration of various types of organizations (e.g., government, private business, social services, etc.), we can increase the likelihood that this country's children will reach the educational potential to assure our future economic well-being.

This document offers no-nonsense information for businesses interested in becoming more involved with supporting children and families. It gives valuable advice on how to initiate or expand family-friendly policies and provides many examples of companies that have had success in this area.

W. J. Blechman, M.D.
Immediate Past President, Kiwanis International

INTRODUCTION

American society and the nature of the work force have undergone dramatic changes in the last quarter century. Social, demographic, and economic shifts have forever altered this nation and the way it conducts business. Women will comprise half of all workers before the end of the century, and the vast majority of new workers will be either women, minorities, or immigrants.

Most new workers will become parents during their careers. Increasingly, both parents have to work to make ends meet, and finding quality care for young children is a major concern. This difficulty of balancing family and work responsibilities is magnified for nearly eight million single parents who are raising over 15 million children. In struggling to meet the demands of the home and workplace, parents are too often forced to make choices that are not in the best interests of their careers, their children, or both. For employers, these choices can result in higher turnover and absenteeism and lower job productivity.

The need to balance work and family will not go away. America is becoming increasingly diverse, and working mothers, single parents, and dual-breadwinner families will become even more the norm than they are already. Young children, tomorrow's work force, are the most vulnerable part of this equation.

There is a solution to this dilemma, one which more and more employers are using with great success, one that can be summed up in a single word: "OPTIONS." Businesses are finding that providing family-friendly supports such as options in child care, scheduling, and working arrangements makes employees happier and brings a rich return in terms of reduced turnover and absences, higher productivity, and a better bottom line. As these family-friendly policies also help improve early childhood education, they prepare the work force of tomorrow.

In a 1991 Gallup poll, ninety percent of respondents said the first national goal for education, "By the year 2000, all children will start school ready to learn," should be given a high priority for the rest of this decade. Employers can play a crucial role in helping to meet this goal and cultivate communities where children can learn; this document details the many benefits for doing so.

This publication provides lists and descriptions of strategies, programs, and policies that employers are implementing to support family involvement in early childhood education. "Dynamite Ideas"—examples of successful company programs—are included as well as additional resources and contacts for further information.

> *Business is, in the final analysis, totally dependent on how well our children are born, how well they are educated, and how well they are raised.*
>
> Owen B. Butler
> Former Proctor & Gamble Chairman and
> Chairman of the Committee for Economic Development

Supporting Family Involvement in Early Childhood Education: A Guide for Business

Responding to clients' feedback is part of the mission at SERVE. Your feedback on this publication will permit us to better assist you, and your recommendations will be incorporated into future editions. Please help us by providing a brief response to the following:

FEEDBACK FORM

1. Is this publication a useful resource for helping employers institute or expand family-friendly policies? Why or why not?
   ☐ Yes ☐ No

2. Do you feel that employers should do more to support early childhood education? Please explain briefly.
   ☐ Yes ☐ No

3. Did you find the strategies in this document useful? Please explain briefly. We would appreciate any additional strategies you could recommend.
   ☐ Yes ☐ No

4. Were the resources and appendices in this document helpful? Please explain. Please list other resources that should be included.
   ☐ Yes ☐ No

5. In general, how might this publication be improved?
   ☐ More background information ☐ Other _____
   ☐ More examples

6. How do you plan to use this document, or how have you used it?
   ☐ Implementation Guide ☐ Staff/Professional Development
   ☐ Research ☐ Other (please specify) _____

7. How did you learn about/receive this publication?
   ☐ Announcement in mail ☐ Professional Journal/Newsletter
   ☐ SERVE Field Representative ☐ Other (please specify) _____

8. What are some activities that you would like to see as a follow-up to this publication?

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_____

City: _____ State: _____ Zip: _____ Telephone: (___) _____

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Tallahassee, FL 32301-2950

Thank you for completing this form.

DYNAMITE IDEAS SUBMISSION FORM

SERVE would like to highlight outstanding examples of business support of early childhood education with which you are involved or familiar. These programs will be publicized in future editions of this and other publications and considered for recognition in the SERVE Sharing Success program. Please let us know what you are doing!

Program: _____

Company: _____

Contact Name: _____ Position: _____

Address: _____

_____

City: _____ State: _____ Zip: _____

Telephone: (___) _____ FAX: (___) _____

Purpose of program:

Description of program:

Please photocopy this form if additional copies are needed.

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This publication is a revised, updated, and expanded version of a document produced in 1990 by the Florida Chamber of Commerce and the Florida Children's Coalition entitled *The Family and the Workplace in Florida*. We are grateful to the Florida Chamber for allowing us to use information from their document and expand upon it for region-wide dissemination.

Supporting Family Involvement in Early Childhood Education: A Guide for Business was prepared with the help of a Regional Review Panel consisting of business leaders and educators from throughout the Southeast. Information and assistance supplied by the review panelists greatly enhanced the final product.

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WHY SUPPORTING FAMILY INVOLVEMENT IN EARLY CHILDHOOD EDUCATION IS EVERY EMPLOYER'S "BUSINESS"

CHAPTER

Changing Society =
Changing Work Force

Immediate Benefits
to Businesses and Families

Long-term Benefits
to Businesses and Families

Other Benefits

CHAPTER 1

Why Supporting Family Involvement in Early Childhood Education is Every Employer's "Business"

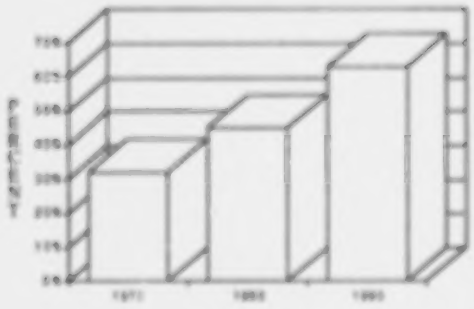
The American family has undergone considerable change during the past 10 to 20 years. We are increasingly a nation of two-worker families or single-parent families. The stresses of family life are no longer left at home, but have become part of the working environment.

Colby H. Chandler,
CEO, Chairman of the Board, Kodak

The first of the education goals the President and the governors have established for the nation is that, "By the year 2000, all children in America will start school ready to learn" (*National Education Goals Report*, 1991, p. ix). This goal seeks to ensure that children are physically, socially, emotionally, and intellectually prepared for school. In today's changing world, parents and preschools cannot do the job alone—it takes the entire community working together. Reports by the Business Roundtable, National Alliance for Business, and the Committee for Economic Development emphasize the important role business leaders can play by establishing programs, policies, and procedures to support employees with young children.

Figure 1:

Working Mothers with Children Under Six, 1970-1990



SOURCE: U.S. Census, 1990.

Changing Society = Changing Work Force

Today, only six percent of all households in America fit the "Leave It to Beaver" family model—a working father, homemaker wife, and two children (Hodgkinson, 1992, p. 3). Between 1970 and 1990, the proportion of working mothers with children under age six doubled from 32 percent to 63 percent (See Figure 1).

In the new "traditional" family, nearly sixty percent of U. S. households with children have two breadwinners (Schor, 1991). During the 1980s, the number of single-parent families in the U.S. increased fifty percent. Nearly seven million women are now raising children by themselves, as are 1.2 million men (Hodgkinson, 1992, p. 4). This translates to over 15 million children who live with only one parent. Many of these children are impoverished—forty percent of those in poverty are children.

The percentage of children in the U.S. population is declining. In the year 2000, youth will only represent one-fourth of the U.S. population—down from 34 percent in 1970 (Hodgkinson, 1992, p. 5). This decrease means that businesses may face labor shortages in the coming decade. Therefore, it is critical that this smaller population of students and future workers receives a good education.

As our economy becomes increasingly high-tech and dependent on the production of information rather than products (Schlechty, 1991), more of the new jobs will require college education. Yet today, four million youth age 16 through 24 have not completed high school and are not enrolled in school (National Commission on Children, 1991). Less than one person in four in the U.S. graduates from college. Who is going to fill the ninety percent of new jobs which will require at least a high school diploma?

By the year 2000, 85 percent of all new workers in the country will be either minorities, women, or immigrants. These new entrants are transforming the work force, but many corporate personnel policies have not kept pace; they were established at a time when most workers were men and when most women stayed at home raising children. This scenario simply no longer exists, and economic survival dictates that there is no turning back:

- Women aged 25-34 (the peak childbearing years) are the largest block of women in the labor force.
- Women presently hold 45 percent of all jobs and will likely have half of all jobs by the year 2000 (U.S. Census, 1990.)
- White males constitute only 45 percent of the work force—down from two-thirds in 1960 (U.S. Census, 1990).
- Many--maybe most--mothers simply do not have the choice to stay at home—they work to help support their families (Levy, 1987).

By the year 2000, 85 percent of all new workers in the country will be either minorities, women, or immigrants.

Our economy needs working mothers and mothers need to work due to economic necessity. The result is that young children have become a major concern of a large portion of the work force. In the past, employees could be counted on to "leave their children at the door" when

DYNAMIC IDEAS

BE & K, INC.

To recruit and retain female and minority construction workers, BE & K (an Alabama industrial construction company with approximately 12,000 employees) established a modular child-care site (for children age six weeks to ten years) known as the BEKare Child Development Center. Located near BE & K construction sites (centers are located about a mile from construction sites to prevent children from being exposed to industrial hazards), this modular site can be moved to other locations as projects are completed.

The center's hours are designed to meet the hours of construction employees. Staff-child ratios are in compliance with the National Association for the Education of Young Children's recommendations, which are more strict than those of many states. Employees are so satisfied with the center that they often request to work on job sites near the center.

In addition to the modular child-care center, BE & K also provides training to employees to improve basic literacy and parenting skills. The training program is an integral part of the management plan. Supervisors conduct training and are rewarded by promotions and raises based on their involvement in employee training efforts.

Contact: Donna Wood, BE & K, Inc., 2000 International Park Drive, Birmingham, AL (205) 969-3600

they came to work. Times have changed. Issues related to children are a major cause of female absenteeism. Thirty-six percent of women say they have a great deal of job stress because of work/family conflicts. Women with younger children report the greatest stress (Florida Chamber of Commerce, 1990, p. 3).

A study of 30,000 employees from a wide range of U.S. companies showed that child care issues affect at least fifty percent of the work force (Fernandez, 1989). A 1988 survey of over 100,000 Du Pont employees showed that seventy percent of those with children were in dual-career families. Of these, a quarter of the men and half of the women considered leaving Du Pont for a company that would offer more flexibility to meet family responsibilities (Morgan & Tucker, 1991). These data indicate that it is clearly in an employer's best interest to lend more support to parent employees, particularly those with young children.

Immediate Benefits to Businesses and Families

Over the past decade, employers who have instituted family-supportive policies have seen many benefits. Supporting employees helps companies recruit and retain needed workers. The same policies reduce employee absenteeism and improve punctuality, morale, and productivity (Florida Chamber of Commerce, 1990).

Employers with established child-care programs report overwhelmingly that child care advances management objectives and produces tangible corporate gains. The National Employer-Supported Child Care Project (Burud, 1984) report states that:

- 90 percent found it **improved employee morale,**
- 85 percent felt it **improved the company's image,**
- 85 percent reported that child care was an **important recruitment tool,**
- 65 percent found it **reduced employee turnover,**
- 53 percent showed a **decline in absenteeism,** and
- 49 percent reported a **positive impact on employee productivity.**

Other companies are getting the message. According to a recent report by the American Society of Personnel Administration, ten percent of all companies now provide direct support for child care (Galinsky, 1988; Boyer, 1991). Nearly half of all companies are considering developing child-care assistance programs (Galinsky, 1988). In the Southeast, employers report immediate and dramatic results from their family-friendly policies:

- Neuville, a North Carolina sock manufacturer with 550 employees, found that providing quality child care reduced employee turnover by over fifty percent compared to similar companies.

- When Aetna Life & Casualty Insurance initiated parental leave and child referral services in 1988, the number of women who left the firm after having a baby dropped from 23 percent to 9 percent.

- BE & K, an Alabama construction company with 12,000 employees, raised its recruitment of women from two percent to over ten percent after installing a modular child-care center.

- By offering its employees multiple options, including part-time arrangements and flexible scheduling with benefits, Baptist Hospital of Miami reduced turnover to well below the national average for hospitals.

- SAS Institute, a North Carolina software developer with 1,400 employees, reduced its turnover to 8 percent (compared to an industry average of 25 percent).

- The absentee rate for employees who use the on-site day care center at American Bankers Insurance Group in Florida is 7 percent vs. the company-wide figure of 17 percent. Company executives report that parents' greater peace of mind also helped improve productivity.

These results demonstrate that there are immediate and substantive returns when businesses invest in supporting employees with children.

DYNAMITE IDEA

WILTON CONNOR PACKAGING

Wilton Connor Packaging is a small commercial packaging company in North Carolina. Wilton's commitment to helping employee families, especially those with young children, is demonstrated through a number of initiatives. Laundry services are provided at the plant. Employees can bring their clothing to work and for $1 a load, receive cleaned and pressed laundry by the end of the workday. Half of the employees use this service.

Several employees lack transportation, and there is no city bus route near the work site. In response, Wilton made company vans available to pick employees up from their homes and transport their children to nearby child-care facilities. Several employees take advantage of this service, for which a minimal fee is deducted from their wages.

Weekly subsidies are given to employees with children in full- and part-time child care. Employees may use this subsidy to help pay for child-care services of their choice. The company also helps them find care. Employees may volunteer an hour a week at Tuckaseegee Elementary School to work with their own or other children. Parents can also receive calls about their children from school or day-care facilities. The company assists employees with transportation to the school to pick up a child or meet with a teacher as needed.

Wilton has found that offering families these benefits has kept turnover low and has made the job more attractive to its employees, most of whom are unskilled workers who make an hourly wage.

Contact: Leslie Walter, Benefits Administrator, Wilton Connor Packaging, P.O. Box 7627, Charlotte, NC 28241-7627 (704) 588-8522

The company with the best environment will get the best and brightest people.

Thomas Blumer
Director of Human
Resources, Corning, Inc.

Long-term Benefits to Businesses and Families

Corporate policies and programs that help support employees with young children not only produce immediate gains, but can increase future profits and corporate competitiveness by supporting the early education of future workers. Research has shown that all children, but especially poor children, benefit from high-quality child care and early childhood education programs. For every dollar invested in providing a quality preschool program, up to seven dollars are saved in avoided costs for medical care, education, incarceration, and welfare services (Berenbeim, 1992, p. 38). Children who receive a good preschool education have greater success at school and work than students who do not attend preschool (Weikart, 1988).

In addition, when family members make class visits or participate in classroom activities with their children, their children show improved academic performance, have greater self-esteem, show more positive attitudes toward school, and have better school behavior (Greenberg, 1989; Henderson, 1987; Marcon, 1989). Seen from this perspective, it is clearly in a company's best interest to allow parents to receive calls from their child's school or make classroom visits during work hours; children do better when their parents are involved with school and parents are happier and more productive when their children are doing well.

Other Benefits

Finally, there are strategic and public relations benefits from corporate support of early childhood initiatives. Support in this area is related closely to the first national goal for education: "All children in America will start school ready to learn." A study by Berenbeim (1992) reports that companies supporting early childhood initiatives have shown good success and cites four main reasons for their support:

1. **Need**—Businesses and foundations like to invest where there is a need and where they can make a difference.

2. **Desire to show leadership and receive recognition**—Early childhood initiatives provide opportunities for philanthropic leadership in an important but relatively untapped "market."

3. **Leveraging potential**—The preventive value of early childhood programs offers a chance to leverage dollars for cost-effective efforts.

4. **Opportunity to build coalitions**—Projects offer the opportunity to create collaborations with the entire community. (p. 7-8)

But while companies are offering more and more options to parent employees, there is a pronounced gap in the availability of these benefits between the "haves" and the "have nots." A study by Hofferth et al. (1992) for the Urban Institute found that while flex time was made available to 26 percent of high-income employees, it was offered to only 13 percent of low-income employees. About one in six high-income employees had the option to work at home--only one in twenty low-income employees were given that option. In addition, large companies are more likely to offer family-friendly benefits than small companies. Although there are both obvious and complex reasons for this disparity, it is important to stress that giving more options to employees at any level brings benefits to those employees and ultimately to their companies, whether large or small.

As stated by Berenbeim, "corporate support for early childhood initiatives reflects a blend of idealism and astute strategic thinking" (1992, p. 38). Supporting working parents and their children is, quite literally, a "growth industry" which offers financial, personal, professional, and educational rewards.

Working Mother magazine conducts an annual survey of U. S. companies and selects those with the best policies and practices in support of working mothers. In the most recent survey (October 1992), companies were selected based on four criteria: (1) flexible work scheduling, (2) benefits such as job-protected maternity leave or child care, (3) salary, and (4) allowances for the care of elderly parents.

Corporate support for early childhood initiatives reflects a blend of idealism and astute strategic thinking.

Ronald E. Berenbeim
Corporate Programs for Early Education Improvement, 1992.

Companies with the Best Policies for Working Mothers

This alphabetical list of the best companies for working mothers was compiled by *Working Mother* magazine (Moskovitz & Townsend, 1992). The magazine did not rank the companies from best to worst but identified 10 as especially progressive. They are marked with a bullet (•). Many of these companies have offices in the Southeast; those that are based or have headquarters in the region are listed in bold type.

•Aetna Life & Casualty, Hartford, Conn.
Allstate, Northbrook, Ill.
American Express, New York
Apple Computer, Cupertino, Calif.
Arthur Andersen & CO., Chicago
American Telephone & Telegraph, New York
Avon, New York
Baptist Hospital of Miami, Miami
Barnett Bank, Jacksonville, Fla.
Bausch & Lomb, Rochester, N.Y.
Baxter International, Deerfield, Ill.
BE & K, Birmingham, Ala.
Bell Atlantic, Philadelphia
Bellcore, Livingston, N.J.
Ben & Jerry's Homemade Ice Cream, Waterbury, Vt.
•Boston's Beth Israel Hospital, Boston
Bright Horizons Children's Centers, Cambridge, Mass.
The Bureau of National Affairs, Washington
Leo Burnett, Chicago
Burroughs Wellcome, Research Triangle Park, N.C.
Cigna, Philadelphia
Citibank, New York
Colgate-Palmolive, New York
Con Edison, New York
•Corning, Corning, N.Y.
Dayton Hudson, Minneapolis, Minn.
Dominion Bankshares, Roanoke, Va.
Donnelly, Holland, Mich.
Dow Chemical, Midland, Mich.
Du Pont, Wilmington, Del.
Eastman Kodak, Rochester, N.Y.
•Fel-Pro, Skokie, Ill.
Gannett, Arlington, Va.
Genentech, South San Francisco, Calif.
General Mills, Minneapolis, Minn.
Glaxo, Research Triangle Park, N.C.
Great Western Bank, Chatsworth, Calif.
G.T. Water Products, Moorpark, Calif.
Hallmark Cards, Kansas City, Mo.
John Hancock Mutual Life Insurance, Boston
Hanna Anderson, Portland, Ore.
Home Box Office, New York
Hewitt Associates, Lincolnshire, Ill.
Hewlett-Packard, Palo Alto, Calif.
Hill, Holliday, Connors, Cosmopulos, Boston
Hoechst Celanese, Somerville, N.J.
Hoffman-LaRoche, Nutley, N.J.
•International Business Machines, Armonk, N.Y.
IDS Financial Services, Minneapolis, Minn.
•Johnson & Johnson, New Brunswick, N.J.
S.C. Johnson & Son, Racine, Wis.
Lancaster Laboratories, Lancaster, Pa.
Lincoln National, Fort Wayne, Ind.
Little Company of Mary Hospital, Torrance, Calif.
Lotus Development, Cambridge, Mass.
LucasArts Entertainment, San Rafael, Calif.
Magee-Womens Hospital, Pittsburgh, Pa.
Marquette Electronics, Milwaukee, Wis.
Massachusetts Mutual Life Insurance, Springfield, Mass.
MBNA America, Newark, Del.
Catherine McAuley Health System, Ann Arbor, Mich.
•Merck & Co., Whitehouse Station, N.J.
Minnesota Mining & Manufacturing, St. Paul, Minn.
•Morrison & Foerster, San Francisco
Motorola, Schaumburg, Ill.
NationsBank, Charlotte, N.C.
Neuville Industries, Hildebran, N.C.
Northern Trust, Chicago
Northern States Power, Minneapolis, Minn.
Nynex, New York
PacifiCare Health Systems, Cypress, Calif.
Patagonia, Ventura, Calif.
Pacific Gas & Electric, San Francisco
Phoenix Home Life Mutual Insurance, Hartford, Conn.
Pitney Bowes, Stamford, Conn.
Procter & Gamble, Cincinnati
Prudential Insurance Company of America, Newark, N.J.
The Putnam Cos., Boston
Quad-Graphics, Pewaukee, Wis.
Rohm and Hass, Philadelphia
•The St. Paul Cos., St. Paul, Minn.
St. Petersburg Times, St. Petersburg, Fla.
•**SAS Institute, Cary, N.C.**
The Seattle Times, Seattle, Wash.
Sequent Computer Systems, Beaverton, Ore.
Sprint, Westwood, Kan.
Steelcase, Grand Rapids, Mich.
Stride Rite, Cambridge, Mass.
Syntex, Palo Alto, Calif.
Time Warner, New York

SOLUTIONS:

OPTIONS, STRATEGIES, AND DYNAMITE IDEAS THAT WORK

CHAPTER

Child Care Support Programs

More Ways Business Can Facilitate Parent Involvement in Early Childhood Education

How to Become a More Family-Friendly Business

CHAPTER 2

Solutions: Options, Strategies, and Dynamite Ideas that Work

If we don't invest in our children now, they won't be able to compete economically for us later.

Robert Allen
Chairman, AT&T

Dependent-care problems force working parents to be off the job an average of eight days a year.

Florida Chamber of Commerce, 1990

Over the past decade, in an attempt to attract and keep good employees, many companies have implemented family-friendly programs and policies to help employee parents better manage their family and work responsibilities. This section has many examples of family-friendly policies, including the following:

- options in two broad categories of benefits that can assist employees with young children: **Child Care Support Programs** and **Flexible Work Arrangements**
- innovative and cost-effective ways that almost any company (regardless of size) can improve employee participation in early childhood education
- descriptions of employers in the Southeast who have been especially effective in involving parents in early childhood education and who report reduced turnover, lower absenteeism, and increased morale as a result of their efforts
- strategies for becoming a more family-friendly company

Child Care Support Programs

Because many working parents cannot afford options that reduce their income (such as part-time work, job sharing, or unpaid parental leave), child-care assistance may be the most effective policy employers can offer. Dependent-care problems force working parents to be off the job an average of eight days a year (Florida Chamber of Commerce, 1990, p. 3). Keeping parents at work can pay off for employers and more than offset the cost of child-care assistance. Companies have estimated that they save from $25,000 to $2,000,000 each year

from reduced turnover by providing child care for employees (Congressional Caucus for Women's Issues, 1988, p. 61). The Families and Work Institute estimates that in 1989, over 4,000 of the nation's 45,000 companies were assisting their employees with child care (Friedman, 1989). Options for support programs include:

Resource and Referral Service—This service helps employees decide what child-care options are right for them, teaches them how to look for quality care, refers them to area providers, and creates more care options in the community by recruiting and training new providers. These services can be provided within the company, established within a community agency, or contracted with local or national referral agencies (Polito, 1989). Over 1,000 companies nationwide offer their employees services of this type (Friedman, Galinsky, & King, 1987).

Financial Assistance—Companies may provide support for child care through financial assistance that can take the form of direct aid, a voucher system, or a vendor system:

> ***Direct aid***—Some companies offer a flat subsidy to all employees. Other companies use a sliding scale to give more aid to low-income employees. Subsidies are paid directly to the providers or to employees to reimburse expenses.
> ***Voucher System***—Employers reimburse workers for child-care costs on a flat or sliding scale that may take into account family size or income. Companies may send vouchers to the child-care provider or directly to the employee.
> ***Vendor System***—Employers reserve or purchase child-care openings in existing child-care programs and provide slots to employees at negotiated rates.

Pre-tax Salary Set Aside (Dependent Care Assistance Program)—A number of companies help employees take advantage of a provision in the U.S. tax code that allows employees to establish spending accounts for dependent-care and medical expenses. Employees may set aside up to $5,000 in pre-tax income for these expenses. The only expense to the employer is the administrative mechanism to implement and manage the program.

DYNAMIC IDEA:

NATIONSBANK

NationsBank is the largest bank in the South, with over 50,000 employees and offices in Florida, Georgia, North Carolina, Tennessee, Kentucky, Virginia, Texas, and South Carolina. Like many large companies, NationsBank provides assistance to its associates in finding quality child care through a nationwide resource and referral service. The service is free for associates. For associates with limited incomes, NationsBank expands their child-care options by paying their weekly child-care costs up to $35 per week per child for care.

NationsBank also provides its employees access to a school counseling and referral service which enables parents to be effective advocates for their children in school and helps parents choose schools for their children. Trained counselors and a nationwide database support this process. Publications on parenting and developmental and educational issues and parenting workshops are also available at no cost.

Contact: Pat Goolsby, NationsBank, NationsBank Plaza, Charlotte, NC 28255 (704) 386-7519

DYNAMIC IDEAS

AETNA CASUALTY & LIFE

Aetna Life & Casualty, with 46,000 employees and 665 offices in 281 cities, has initiated a number of programs related to child care and flexible family work options and has made extensive efforts to better educate its employees on subjects related to early child care and education.

In September 1991, Aetna co-sponsored a seminar with the Hartford, Connecticut affiliate of the National Association for the Education of Young Children, which brought a professional speaker to talk about child discipline to employees and the community. Over 400 employees attended. Aetna also held four seminars for employees with children in preschool. Parents were encouraged to invite their children's day-care providers to come and learn with them about preschool child discipline, child development, communication with young children, and the stresses of parenting.

Aetna held a two-hour seminar addressing the father's role in child care and discipline at the headquarters office for fathers who worked at Aetna. The seminar was so successful that a father support group was formed subsequently and met during lunch hours. Support groups are also available for mothers returning to work.

A "Baby, Buckle Up!" program provides infant car seats at discount prices to Aetna families. Aetna also conducted training for home day-care providers. In 1989 and 1990, ten workshops were held on different early childhood issues.

Contact: Denise Cichon, Consultant, Aetna, 151 Farmington Avenue, Hartford, CT 06156 (203) 273-1619 or 273-5566

- **On- or Near-Site Centers**—A growing number of companies have centers that provide convenient care for the children of employees. These centers may be established as a department within a company or operated by a management company, non-profit agency, or for-profit provider. Operating money comes from a combination of parent fees and company subsidies.

- **Care for School-Age Children**—Some companies sponsor child-care centers that provide before- and after-school care. A number of companies offer child care during school vacations or make arrangements with camps for summer care. A few offer on-site classrooms for both preschool and elementary-age children.

- **Emergency Child Care and Care for Mildly Ill Children**—Some companies with on- or near-site child-care centers include facilities for the care of mildly ill children. Others arrange priority access for employees' children at local centers or hospitals or in-home providers with sick-child facilities. Many companies provide sanctioned personal or family leave days so that employees may remain at home with sick dependents. Another option is to allow employees to use some or all of their accrued sick leave to care for their ill children.

- **Reimbursement for Child-Care Expenses when Employees Travel**—Because providing after-hours or overnight child care is expensive, a few companies offer reimbursement for travel-related child-care costs.

- **Consortia and Support for Community Efforts**—Many companies combine efforts with other companies, public agencies, or community facilities to create a consortium for providing child-care services and facilities. For example, small companies often share the cost of a vendor-operated center. This option is particularly attractive to small companies clustered together in industrial parks or enterprise zones that could not afford this investment individually (Polino, 1989).

- **Family Day Care**—Many employers identify a network of local independent day-care providers who can supply quality child care for their employees' children. This alternative can be used by almost any company. Companies may contact local day care licensing offices for information on available family day care.

Flexible Work Arrangements

Work arrangements that make the standard work schedule less rigid can reduce overtime costs, turnover, tardiness, and absenteeism. Flexibility offers greater opportunities and incentives for good workers who can work, or wish to work, only certain hours due to family responsibilities. A 1988 Conference Board survey found that 93 percent of large American companies have implemented some type of flexible scheduling arrangement. Some options for flexible work arrangements include:

- **Time off for family matters**—Companies can establish policies and practices for paid or unpaid (1) maternity and paternity leave, (2) adoption leave (3) family illness leave, and (4) leave for parent involvement in children's education.

- **Flexible work hours**—A number of employers accommodate family needs by enabling employees to work flexible schedules. For example, some employers compress work weeks. Through flextime, many employers permit employees to work non-traditional work days (for example, 6:00 a.m.-3:00 p.m. or 10:00 a.m.-7:00 p.m.). Others allow day-to-day variations.

- **Part-time work**—A number of employers allow employees to work less than a forty-hour work week and maintain a representative fraction of company benefits such as health insurance and annual leave. This arrangement is particularly attractive to students and mothers with young children.

- **Job sharing**—Increasing numbers of employers are implementing job sharing. Through this arrangement, employees with similar positions work flexible hours that combine to equal one full-time position. As with part-time work, mothers with

Finding ways to achieve a better balance between work and family life may be looked upon as the ultimate public-private partnership.

Helen Axel, Director
The Conference Board's
Work and Family
Information Center

DYNAMITE IDEAS

SATELLITE LEARNING CENTERS

Satellite Learning Centers are public schools, grades K-2, on the grounds of private and/or public companies. Each center serves the children of employees of the company where the center is located. In 1987, American Banker's Insurance Group (ABIG), along with Dade County Public Schools, opened the nation's first Satellite Learning Center to serve kindergarten-aged children of ABIG employees. The center has since expanded to include first and second grade classes. In August 1988, two more kindergartens were opened.

Feeding into the Satellite Learning Center on the Miami corporate grounds of ABIG, are two child-care facilities that also serve the company's employees. Over twenty percent of the company's employees bring their young children to the centers, and the program has resulted in improved attendance, lower turnover, reduced tardiness, and improved morale of parent employees.

Parent involvement is also woven into the program. Parents are encouraged to spend their breaks and lunch periods with their children. The centers have parent representative boards and employees are encouraged to make suggestions for improving the child care. A monthly newsletter keeps parents informed of upcoming events and provides information on health and parenting.

The training and experience of the child-care staff exceed all state-mandated requirements as does the curriculum. To further insure its quality, management obtains feedback from parents about the program. (*See ABIG evaluation survey in Appendix B.*)

Contact: Linda Vann, Director of Children's Services, 11222 Quail Roost Drive, Miami, FL 33157 (305) 253-2244, ext. 1128

careers find this arrangement very accommodating, allowing them to continue their productive careers and at the same time spend time with their young children. These women are likely to return to work full-time when the children begin school.

- **Work at home**—A growing trend in a variety of businesses is enabling workers to work at home, communicating with their office via telephone, computer, or fax machine.

More Ways Business Can Facilitate Parent Involvement in Early Childhood Education

- Offer courses at the workplace in adult basic skills.
- Include preschool educational information in business newsletters.
- Offer conference rooms for teacher-parent meetings or training.
- Organize parent workshops with professionals who can assist families with parenting (contact local school district early childhood or elementary education departments, local colleges, and child-care agencies to identify potential experts).
- Offer lunch-and-learn programs on child development or early childhood education.
- Sponsor story hours for preschoolers and their parents at the work site.
- Conduct management training to sensitize staff to work and family issues.
- Establish an ongoing parent support group on the work site to provide continuous support and information to employee parents.
- Provide transportation for parents to visit their child's school.
- Have a family resource consultant on staff.
- Sponsor family visits to the work site to educate children about work.
- Collaborate with the local school district to provide training at the work site for parents.
- Encourage local education agencies to have enrollment drives and orientations at the workplace.
- Offer employee assistance programs.
- Provide baby equipment/supplies at discounted prices.

Many of these strategies are more easily implemented by large companies. There is much that a smaller company can do, however, and several specific ideas are listed below:

- Release employees to do school volunteer work.
- Provide parenting information "tip sheets" to employees.
- Develop a list of community resources available to help families, especially needy families (contact local school districts and social service agencies for help).
- Establish a parent/early childhood resource center at the work site.
- Assemble a selection of books appropriate for preschool children that parents can borrow.
- Establish a bulletin board in a convenient location for employees to address parenting issues or announce upcoming events in the community that are related to child development, parenting, or early childhood education.
- Allow parents to receive telephone calls from school as needed.
- Collaborate with other businesses through professional organizations to assist families with young children.

How To Become a More Family-Friendly Business

> *The spirit in which changes are developed will make a critical difference in the effect that new programs can have. Employees and management must believe that change is possible and commit themselves to making it take place.*
>
> M. Love, E. Galinsky, & D. Hughes, *Work and Family: Research Findings and Models for Change*, 1987

Regardless of the size or nature of the company, all businesses can help parents increase their involvement with their child's early education. Doing so will reap benefits and profits for all stakeholders. Adapted from strategies for change used by several companies, the following steps are offered as strategies that any company can use:

DYNAMITE IDEA:

GEORGIA PACIFIC CORPORATION

Georgia Pacific, along with Wachovia Bank of Georgia, the Atlanta Journal Constitution, and the Federal Reserve Bank of Atlanta, has established a consortium child-care center in downtown Atlanta. The center serves over 120 children, age six weeks through six years, and is located within two blocks of all four companies.

The project was conceived and launched because employers found they were having problems recruiting parents for jobs located downtown. In addition to helping employee parents feel more comfortable because their children are being well cared for near their work site, the consortium has been effective in encouraging parents to be more actively involved in their child's development. Parents attend school activities regularly, especially during their lunch times, and a nursing room is provided for mothers who wish to breast-feed their babies during the workday.

The board of directors of the consortium includes a member of management from each participating company. Children age two through six are multi-age grouped into "families." Children remain in their "families" for all of their preschool years, allowing for long-term stability and interaction with children of other ages. There is one adult on staff for every six preschoolers. Lead teachers are required to have four-year college degrees in early childhood education. Inservice training is provided to all paraprofessionals. Downtown Child Development Center, Inc., the first consortium child-care center of its kind in the nation, serves as a model to other businesses.

Contact: Cheryl Smith, Director, Downtown Child Care Center, 60 Spring Street, SW, Atlanta, GA 30303 (404) 586-2194

DYNAMITE IDEA:

NEUVILLE INDUSTRIES

A major goal of Neuville Industries, a hosiery manufacturer in North Carolina with 550 employees, was to increase the education levels of employees so they could be better workers and parents. Neuville established a collaboration with Western Piedmont Community College to help Neuville with training goals. Faculty from the college went to the factory and spent eighty hours per position with employees to learn as much as possible about the competencies needed to perform job duties most effectively. Employees were tested, and if determined to fall below required competencies, were required to attend classes four hours a week to build their skill levels.

Classes are provided on company time at the work site. Over forty percent of company employees volunteered to participate. Once the training sessions were over, employees had the option to continue and get their GED or take algebra classes to help them help their school-age children. Classes for both options are provided on grounds during work.

Neuville has also established a monthly lunch-time seminar series entitled "Positive Parenting for the 90s." The success of the training program is seen as a major factor in Neuville's reduced turnover rate, which is fifty percent lower than that of similar companies.

Contact: Elena Azzarita, Human Resources Manager, Neuville Industries, P.O. Box 286, Hildebran, NC 28637 (704) 397-5566

1 **Conduct a sample survey to assess employee needs.** Initially, this survey may be short in order to get a sense of existing work and family conflicts and the kinds of support employees desire from their employer. At the same time, a company can identify what programs and practices (either formal or informal) are already in place that help employees balance work and family responsibilities. (*See questionnaire in Appendix B.*)

2 **Conduct focus groups.** Used extensively as a marketing tool, focus groups are also an effective technique for identifying employee needs. In focus groups, a representative group of 6 to 12 employees is brought together with a trained focus group leader who asks a series of questions to bring out candid responses from participants. In order to obtain as honest an assessment as possible, individual participant's responses are kept strictly confidential.

3 **Establish a formal task force with corporate leadership.** Based on survey and/or focus group findings, a company can establish a task force headed by someone in management to conduct an in-depth survey of employee needs as well as a more complete assessment of existing corporate policies and practices. (*See survey in Appendix C.*) In this more comprehensive survey, additional employees representing several work classifications can be questioned about their specific needs and perceptions of work and family conflicts. Responses can reveal the scope of the need and differences that might exist among jobs or income categories.

Direct questions on how family responsibilities affect employee absenteeism, tardiness, and stress levels can pinpoint ways family issues impact work behavior (Friedman, Galinsky & King, 1987). Task force members might also investigate resources (and their costs) that are available locally to assist employee families as well as other local and national resources available to businesses for helping families become more involved with their children. Task force members can also assess how their company compares with similar companies. The resource section of this guide (page 19) contains sources for companies to use to make these assessments and comparisons.

4 **Have the task force make recommendations to management.** The task force can make specific recommendations to management of changes in policy and practices the company should adopt immediately or over time, taking into account the needs of the employees and company resources. Based on task force research of available community and other resources, recommendations can be made for collaborative initiatives.

5 **Develop a corporate philosophy statement reflecting commitment to family and work responsibilities.** With help from the task force, management can formulate a statement of philosophy that will guide specific corporate policies and practices regarding family and work issues. The credo is a very important thread that ties everyone together as a corporation. As a statement of corporate philosophy it has the power to influence a multitude of decisions that affect business, employees, and children. It should be developed or revised as a result of task force recommendations and shared with all employees. *(See sample credo in Appendix D).*

6 **Initiate a management training program on family/work issues.** Having a corporate philosophy that reflects greater support for families will not ensure that the employers will reap its benefits (Friedman, Galinsky, & King, 1987). Successful implementation of specific family-friendly policies that support employees with young children depends on the commitment, sensitivity, and flexibility of the supervisors. For this reason, supervisors will need training to make them aware of the needs of a changing work force and specific company policies that have been developed to increase support to families. The training should also help supervisors learn ways to deal effectively with employees when conflicts over work and family responsibilities arise.

7 **Communicate policies and programs to current and new employees.** Depending on the size of the company, the method of communicating new policies and programs affecting employees may vary. Newsletters, staff meetings, flyers, or posted announcements are all useful ways to get the message out to employees.

DYNAMIC IDEA

BELLSOUTH TELECOMMUNICATIONS

To help employee parents become more involved with their child's early education, BellSouth Telecommunications produced a publication entitled, *Parents Are Teachers Too!* The 19-page booklet provides specific suggestions for encouraging good study habits in young children, improving their language and math development, and establishing regular communication between parents and school. There are also suggestions on how parents can make informed decisions about television viewing and recognize learning disabilities early in their children's development.

The company also provides "Parents' Question and Answer Library Display Centers" in 11 of its headquarter offices in the Southeast. Developed by the Work in America Institute, the display centers are placed in high employee traffic areas. The displays contain information on issues related to parent involvement in early childhood education, including age-appropriate home activities, self-esteem development in young children, and communication with teachers during parent-child conferences. According to BellSouth management, the service has been well-received by parents, who snap up the information sheets as fast as they can be supplied.

Contact: Susan Driggers, 600 North 19th Street, 12th Floor, Birmingham, AL 35203 (205) 321-2253

DYNAMITE IDEA:

KIWANIS INTERNATIONAL

In 1990, Kiwanis International launched a three-year program focused on the needs of prenatal-through-age-five children. Their program, titled *Young Children: Priority One*, focuses on maternal and infant health, child care and development, parent education and support, and safety and pediatric trauma.

Every club is asked to participate in the program by developing a project addressing the needs of young children. Clubs can receive information and a project kit on possible projects in the four areas of need.

Kiwanis International leadership encourage local clubs to work together or with other community agencies and local experts to develop the best possible projects to serve children and families in their communities. Clubs can receive information about the program by contacting their regional offices.

Regional Kiwanis Contacts:

Harvey Watson
1225 Wickford Road
Birmingham, AL 35216
(205) 979-5886

Scott Whitaker
2251 NW 20th Court
Gainesville, FL
(904) 378-5511

Richard Castellucis
475 Staci Court
Marietta, GA 30066
(404) 528-7246

Charles Riles
P.O. Box 1252
Vicksburg, MS
(601) 636-7373

I.H. "Vick" Vickery
P.O. Box 1323
Henderson, NC 27536
(919) 438-3533

Companies may also wish to create committees consisting of members of management and staff that meet regularly to discuss company practices and their effects on employee and corporate productivity. New employees can receive information on benefits and company policies in new employee packets or during orientation sessions.

8 **Recognize managers who follow through on established initiatives.** If a company is committed to being more responsive to its employee needs to become more involved in their children's early education, supervisors should be recognized and rewarded for following through on the developed initiatives. Promotions and raises for management may be based partially on evaluations made by subordinates as to management sensitivity and flexibility towards employees with young children and/or through leadership initiatives that show creative strategies for improving parent involvement in early childhood education.

Conclusion

The economic strength of our nation depends on the strength of its work force, both now and in the future. It is up to all of us to use the information and resources we have available to assist families in the care and education of their children. Businesses and employers can play an important and positive role in this process and at the same time improve their productivity and their bottom line.

RESOURCES

CHAPTER 3

CHAPTER 3

Resources

ADDRESS	ORGANIZATION OR PUBLICATION

The American Association of Parents and Children (AAPC)

The American Association of Parents and Children (AAPC)
560 Herndon Parkway
Suite 110
Herndon, VA 22070
(703) 709-8611

This nonprofit organization is dedicated to helping parents help their children perform better in school. Dues for annual membership are $24. The organization has developed a number of publications helpful to parents of young children including:

- *Making the Grade: How to Help Your Kids Do Better in School*—This guide provides advice to parents on encouraging and motivating children to learn. It uses a positive but firm approach to homework, school, and learning. ($1.50)
- *What Works in Education*—This "executive summary for parents" of the U. S. Department of Education's *What Works: Research About Teaching and Learning* is designed to alert parents to tested, proven methods they can use to help their own children fulfill their potential to learn and improve their academic performance. ($1.00)

Childcare Resources

Childcare Resources
309 North 23rd Street, 4th Floor
Birmingham, AL 35203
(205) 252-1991

Childcare Resources was created in Alabama by the United Way in 1984 to encourage high-quality child care for the community by providing information and assistance to parents, employers, providers, and local governments. It offers (1) resource and referral assistance to parents with children under age 13 in identifying child-care programs to meet individual needs in locations of their choice; (2) technical assistance to employers interested in identifying employer child-care needs and developing child-care benefit programs; (3) technical assistance and training to child-care providers and staffs through workshops; and (4) financial assistance to low to moderate income working families who are ineligible for aid through Alabama's child-care program.

ORGANIZATION OR PUBLICATION	ADDRESS
Committee for Economic Development The Committee for Economic Development is an independent research and educational organization of over 200 business leaders and educators. Its objective is to promote stable economic growth with rising living standards and increasing opportunities for all. Through its research papers, CED makes recommendations for national policy. A study, prepared for the Committee for Economic Development and entitled *Business Impact on Education and Child Development Reform* (1991), is available for $11.00.	Committee for Economic Development 477 Madison Avenue New York, NY 10022 (212) 688-2063
Families and Work Institute The Families and Work Institute offers a number of publications for purchase on issues related to work and families. They have published a 437-page guide entitled *The Corporate Reference Guide to Work and Family Programs*, which analyzes work-family initiatives and introduces the Family-Friendly Index, a yardstick by which companies can assess their own programs and policies.	Families and Work Institute 330 Seventh Avenue 14th Floor New York, NY 10001 (212) 465-2044
National Association for the Education of Young Children (NAEYC) NAEYC offers many materials on family involvement including several free brochures such as "How to Choose a Good Childhood Program," "Choosing Good Toys for Young Children," and "Helping Children Learn About Reading."	National Association for the Education of Young Children (NAEYC) 1834 Connecticut Avenue, N.W. Washington, DC 20009 (202) 232-8777
National Congress of Parents and Teachers (National PTA) The National PTA provides free single-copy brochures on the following topics: discipline, sex education, drugs, latch-key children, self-esteem, homework, prejudice, reading, mathematics, television, teacher conferences, and testing.	National Congress of Parents and Teachers (National PTA) 700 N. Rush Street Chicago, IL 60611 (312) 787-0977
The Partnership Group, Inc. National Resource Center The Partnership Group (formerly Child Care Systems, Inc.) is in the forefront of the employer-supported child-care field. It is committed to providing workplace education about child-care issues to help parents better find and manage child-care arrangements. In addition to a child-care resource and referral service, the center has developed a guide for parents, called "The Child	The Partnership Group, Inc. National Resource Center 840 West Main Street Lansdale, PA 19446 (800) VIP-KIDS (800-847-5437)

ADDRESS	ORGANIZATION OR PUBLICATION
	Care Solution," that educates parents about what is important in choosing a child-care provider as well as about financial considerations, special care situations, and parent involvement.
Susan Ginsberg Bank Street College 610 W. 112th Street New York, NY 10025 (212) 875-4651	***Work & Family Life: Balancing Job and Personal Responsibilities*** *Work and Family Life* is a monthly publication produced in collaboration with the Bank Street College of Education in New York City. Companies may order this publication for their managers and/or employees to help them better balance family and work responsibilities.
Work in America Institute, Inc. 700 White Plains Road Scarsdale, NY 10583-5008 (914) 472-9600	**Work in America Institute, Inc.** The institute offers a program to be conducted at the work place that includes family reading, family math, family science, TV watching, and a question-and-answer library display to improve basic learning and study skills.
Southern Association on Children Under Six (SACUS) P.O. Box 5403 Brady Station Little Rock, AK 72205-5403 (501) 663-0353	**Southern Association on Children Under Six (SACUS)** SACUS promotes quality early education and child care in the South. It provides checklist brochures (in English or Spanish) for parents on selecting quality child-care programs, videotapes for teachers and caregivers, and information on state and area resources.

101 Ways Parents can Help Students Achieve
American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209-9988
(703) 528-0700

National Coalition for Parent Involvement in Education
National Education Association
1201 16th St. NW Room 810
Washington, DC 20036
(202) 833-4000

National Committee for Citizens in Education
10840 Little Patuxent Parkway
#301
Columbia, MD 21044-2396
(800) 638-9675

Work/Family Direction
930 Commonwealth Avenue
Boston, MA 02215
(617) 278-4000

APPENDICES

Appendix A:
Survey for
American Bankers' Insurance Group
(ABIG) Child-Care Center

Appendix B:
Sample Questionnaire
on Dependent Child Care

Appendix C:
Sample Employee
Family Involvement Survey

Appendix D:
Sample
Company Credo

Appendix A

Survey for American Banker's Insurance Group (ABIG) Child's Place

(Reprinted with permission.)

Rating Scale: **E = Excellent** **G = Good** **F = Fair** **NI = Needs improvement**

CLASSROOM: Infants___ Toddlers___ Preschool I___ Preschool II___

Physical Plant: Building

Appearance -	Bright, cheerful, eye-appealing	E	G	F	NI
	Display of art	E	G	F	NI
Overall cleanliness of center		E	G	F	NI
Sanitation of kitchen		E	G	F	NI
Environmental safety provided for your child		E	G	F	NI
Quality and variety of equipment and materials used		E	G	F	NI

Physical Plant: Playground

Quality and variety of equipment		E	G	F	NI
Overall safety of equipment		E	G	F	NI

Daily Routine

Your child's attitude toward morning arrival		E	G	F	NI
Stimulation and challenge of program		E	G	F	NI
Age-appropriateness of program and activities		E	G	F	NI
Posting of daily activities		E	G	F	NI
Quality of meals and snacks served		E	G	F	NI
General appearance of child when picked up		E	G	F	NI

Teacher Evaluation

Teacher acceptance of all children		E	G	F	NI
Teacher understanding of how children learn and grow		E	G	F	NI
Communications between teacher and child		E	G	F	NI
Consistency of positive discipline		E	G	F	NI

Administrator Evaluation

Availability of director and assistant administrator		E	G	F	NI
Administrators' attitude toward children and parents		E	G	F	NI
Communication between administrators and parents		E	G	F	NI
Genuine concern for individual needs		E	G	F	NI
Professionalism of director and assistant director		E	G	F	NI
Organizational abilities		E	G	F	NI
Your level of confidence in the administrators		E	G	F	NI

Communication Between Parents and Staff

Parents are kept informed of policies and procedures		E	G	F	NI
Parents are informed of child's well-being and progress		E	G	F	NI
Parents' questions and concerns are addressed promptly		E	G	F	NI
Parent participation is welcomed and encouraged		E	G	F	NI

Appendix B

Sample Questionnaire on Dependent Child Care

(Adapted with permission of the Florida Chamber of Commerce.)

1. Do you have children under the age of 12 living with you?
   ❑ Yes ❑ No

2. Please list the current age(s) of child(ren) under the age of 12 living with you.

Current Age	*Current Age*	*Current Age*
Child #1 _____	Child #3 _____	Child #5 _____
Child #2 _____	Child #4 _____	Child #6 _____

3. What type of child care do you now use for your children?
   ❑ Children cared for by spouse or other relative
   ❑ Unrelated person in your home
   ❑ Unrelated person in his or her home
   ❑ Day-care facility
   ❑ Other (*please specify*) _____

4. What type of child care would you like most to have for your children?
   ❑ Children cared for by spouse or other relative
   ❑ Unrelated person in your home
   ❑ Unrelated person in his or her home
   ❑ Day-care facility
   ❑ Other (*please specify*) _____

5. Where would you prefer your children's care be located?
   ❑ At or near work ❑ At or near school ❑ At or near home ❑ Other (*please specify*) _____

6. What time of day/night do you need child care? (*check all that apply*)
   ❑ Before and after school
   ❑ 7 a.m.-6 p.m. weekdays
   ❑ 6 p.m.-11 p.m. weeknights
   ❑ After 11 p.m. weeknights
   ❑ Saturday 7 a.m.-6 p.m
   ❑ Sunday 7 a.m.-6 p.m.

7. How many times have you had to change your child-care arrangements over the past two years? ❑ 0 ❑ 1 ❑ 2 ❑ 3 ❑ 4 or more

8. To what extent have you experienced the following child-care problems during the past year?

	No problem	*Minor problem*	*Moderate problem*	*Major problem*
Cost of care	❑	❑	❑	❑
Convenience of child-care location	❑	❑	❑	❑
Transportation to/from child-care location	❑	❑	❑	❑
Scheduling child care to match work	❑	❑	❑	❑
Scheduling child care to match school	❑	❑	❑	❑
Quality of care	❑	❑	❑	❑
Dependability of care	❑	❑	❑	❑
Child's safety and security	❑	❑	❑	❑
Finding temporary/emergency care	❑	❑	❑	❑

9. What arrangements do you normally make when your child is sick?

❑ Miss work yourself ❑ Child stays with other relative ❑ Other (please list)
❑ Spouse misses work ❑ Child cared for by person in _____
❑ Child stays with neighbor your home _____

10. Approximately how many days have you been absent from work in the past six months because of child-care difficulties or because your child was ill? _____ days

11. Approximately how many times in the past six months have you missed part of a day (arrived late, left early, had significant interruption) due to child-care difficulties? _____ times

12. What is the approximate amount you pay per week for child-care (for all your children) while you work?

❑ None ❑ $40-54 ❑ $75-99 ❑ $125-149
❑ Under $40 ❑ $55-74 ❑ $100-124 ❑ $150 and over

13. If available, would you use a child-care referral service to help you find the child care you want?

❑ Yes ❑ No ❑ Unsure

14. How would using a reliable child-care center near the office affect you? *(Check one response for each line.)*

	Improve	*No change*	*Would not use a child-care center*	*Don't know*
Job performance	❑	❑	❑	❑
Attitude toward work	❑	❑	❑	❑
Absenteeism	❑	❑	❑	❑

15. How important to you is each of the following benefits? *(Check one response for each line.)*

	Not at all important	*Slightly important*	*Moderately important*	*Very important*
Health Insurance Plan	❑	❑	❑	❑
Life Insurance Plan	❑	❑	❑	❑
Long-Term Disability	❑	❑	❑	❑
Short-Term Disability	❑	❑	❑	❑
Paid Personal Leave	❑	❑	❑	❑
Retirement Program	❑	❑	❑	❑
Salary Deferral Savings Program	❑	❑	❑	❑
Vacation	❑	❑	❑	❑
Dental Assisstance Plan	❑	❑	❑	❑

16. Would a partially subsidized child care benefit be important to you if it were available?

❑ Not at all important ❑ Slightly important ❑ Moderately important ❑ Very important

17. Would you prefer a benefit providing a contribution toward dependent care in place of any of the current benefits offered?

❑ Yes ❑ No ❑ Not sure

18. Do you have any special dependent-care needs for any of the following? *(Circle all that apply.)*

❑ Disabled spouse
❑ Elderly relative not living with you who needs care
❑ Elderly relative living with you who needs care
❑ Child with disabilities
❑ Children living with you part-time
❑ Other (please specify)

_____

The following information will be used only for classification purposes:

19. Your current age: ❑ Under 21 ❑ 21 - 24 ❑ 25 - 29 ❑ 30 - 34 ❑ 35 - 39
❑ 40 - 49 ❑ 50 - 59 ❑ 60 - 69 ❑ 70 or older

20. Sex: ❑ Male ❑ Female

21. Please list your current marital status:

❑ Single ❑ Widowed ❑ Divorced ❑ Separated
❑ Married - Is your spouse employed?
❑ Full-time
❑ Part-time
❑ Not employed

22. How many people reside in your household?_____

23. What is your household income per year?

❑ Under $15,000
❑ $15,000 - $19,999
❑ $20,000 - $24,999
❑ $25,000 - $29,999
❑ $30,000 - $39,999
❑ $40,000 - $49,999
❑ $50,000 or more

24. How many years have you been employed? _____

25. Is your current position: ❑ Hourly
❑ Professional/technical
❑ Managerial

26. Are you currently a full-time or part-time employee? ❑ Full-time ❑ Part-time

Appendix C

Employee Family Involvement Survey

(Adapted with permission of the Florida Department of Education.)

This confidential survey is designed to gather your opinions on issues such as revised work schedules, job-sharing, release time, and other innovations that are being considered to help working parents and concerned adults have more time with their school-aged children.

PART 1

1. Do you have any children of preschool age (0-4 years) or school age (grades K-12)?
   - ❑ No (Please skip to Question 9.)
   - ❑ Yes

2. How old will your children be on (date)?

   Child #1_____ Child #2_____ Child #3_____ Child #4____ Child #5_____ Child #6_____

3. Which schools will your children attend during the (date) school year?

Type of School	*School Name*	*Public*	*Private*	*County Location*
Pre-Kindergarten	_____	❑	❑	_____
Kindergarten	_____	❑	❑	_____
Elementary School	_____	❑	❑	_____
Middle School	_____	❑	❑	_____
High School	_____	❑	❑	_____
Other	_____	❑	❑	_____

   ❑ My preschool age children do not attend a pre-kindergarten.

4. If your children will not be of school age on _____(date), list the school your children would attend under current school zoning.

   Pre-kindergarten or elementary school name: _____

   County location of school: _____

   ❑ I do not know which school my child will attend.

PART 2

5. Would you volunteer at your children's school(s) during your work day if your supervisor approved it?

- ❑ Yes, but only if I could consider it as "time worked" (release time).
- ❑ Yes, and I would use annual leave for each volunteer hour.
- ❑ Yes, I would use annual leave, but I would prefer to count it as "time worked."
- ❑ Yes, I would rearrange my work schedule to make up the time I missed at work.
- ❑ Yes, I would rearrange my work schedule, but I would prefer that it be considered as "time worked."
- ❑ No, I would not volunteer.

6. Do you think your supervisor would allow you to volunteer at your children's school?
   - ❑ Yes, but only if I took annual leave.
   - ❑ Yes, but only if I rearranged my work schedule to make up the time I missed.
   - ❑ Yes, and if release time were an approved policy, he/she would consider it as "time worked."
   - ❑ No, my supervisor's reason(s) would be: _____

7. If you have school-aged children, how do you schedule parent-teacher conferences?
   - ❑ I use annual leave. (Approximately how many hours per school year?_____)
   - ❑ I rearrange my work schedule and make up the time missed at work. (Approximately how many hours per school year?_____)
   - ❑ Before work.
   - ❑ After work.
   - ❑ During my lunch hour.
   - ❑ I have not had a parent-teacher conference this school year.
   - ❑ My children are of preschool age (0-4 years) and do not attend a pre-kindergarten.

8. If you have children of preschool age (0-4 years) or school age (grades K-12), is your supervisor supportive of your need to visit your children's school(s)?
   - ❑ Yes ❑ No

9. Do you think employees (with appropriate approval) should be allowed to volunteer at any school of their choice and have this time considered release time?
   - ❑ Yes ❑ No

10. Would you volunteer at a school of your choice?
    - ❑ Yes (which school?): _____
    - ❑ No

11. If you were allowed to volunteer at any school, please indicate your choices (choose as many as you wish):

Volunteer Grade Preference
- ❑ Grades K-2
- ❑ Grades 3-5
- ❑ Grades 6-8
- ❑ Grades 9-12

Volunteer Job Categories
- ❑ Assist the teacher: classroom, art, music, guidance
- ❑ General: clerical, field trips, fundraising projects
- ❑ Tutor: computer, reading, math, language arts, science, social studies, etc.
- ❑ Mentor: self-esteem building, Big Brother/Big Sister, etc.

12. If you have school-aged children (grades K-12), how involved are you in their education?
    - ❑ Very involved (example: serve on a PTO/PTA committee or advisory group, assist in organizing school events/activities, tutor a child or supervise homework, etc.).
    - ❑ Involved (example: attend PTO/PTA meetings, contribute to fund-raisers, go to open house, tutor a child or supervise homework, or have met child's teacher).
    - ❑ Not very involved (example: call or get called if there is a problem at school).
    - ❑ Not involved at all (example: no contact with child's teacher or school).

PART 3

Part 3 explores opportunities for improving parenting skills and adjusting work schedules to better accommodate the needs of school-aged children.

13. If your supervisor would approve any work schedule between the hours of 6:30 a.m. and 7:00 p.m., which hours would you prefer?

    _____

14. Do you think your supervisor would allow you to work your preferred schedule?
    - ❑ Yes
    - ❑ No - Why Not? _____

    _____

15. If you could alter your workweek, what hours would you work?
    - ❑ 5 days per week, 8 hours per day
    - ❑ 4 days per week, 10 hours per day
    - ❑ 4.5 days per week, 9 hours per day for 4 days and 4 hours for 1 day
    - ❑ Other (please specify):_____

16. Would you time-share your job if your supervisor approved it? (Time-share: a single full-time position that is shared by two or more people.)
    - ❑ Yes
    - ❑ No, I prefer to work full time.
    - ❑ No, I could not afford the reduced income.

17. What **percentage** would **you prefer to work** if you "time-shared" your job? For example, if you chose 75 percent, then another employee would work 25 percent.

    _____

18. Do you think your supervisor would be supportive of your attending parenting skills workshops or similar programs during working hours if they were offered through a staff development program?
    - ❑ Yes ❑ No

19. When would you prefer these courses to be offered? Please rank the following options 1-5, with 1 being your first choice.

- ❑ During working hours. _____
- ❑ During lunch hours. _____
- ❑ Before work. _____
- ❑ After work. _____
- ❑ No preference. _____

PART 4

The following questions deal with issues that relate to your ability to balance your daily responsibilities as an employee with the needs of your family.

20. Do your children or other family members call you at work?

- ❑ Yes
- ❑ No (Please skip to question #29.)
- ❑ No, I call them.

21. How frequently do you have contact by phone?

- ❑ Daily (5 days per week)
- ❑ 4 days per week
- ❑ 3 days per week
- ❑ 2 days per week
- ❑ 1 day per week
- ❑ Other (please specify):_____

22. Is your supervisor supportive of your contact by phone?

- ❑ Supportive
- ❑ Not Supportive
- ❑ He/she does not allow phone contact with my children or other family members.
- ❑ Supervisor is not aware of calls

23. Do you think the organization should allow children to visit their family member's place of work as part of a special work-awareness program or career-shadowing activity?

❑ Yes ❑ No

24. Has your family situation caused you to use annual leave hours because you exceeded the family sick leave limits?

❑ Yes ❑ No

25. Have you had personal sick leave time available that you would have preferred to use for family sick leave?

❑ Yes ❑ No

26. Should the family sick leave policy . . .
- ❑ give the option of using either annual leave or personal sick leave?
- ❑ remain as it is? (please comment)_____
- ❑ Other (please specify): _____

27. Check the category that best represents your job position:
- ❑ Secretarial/Clerical
- ❑ Professional
- ❑ Management/Supervisory
- ❑ Senior Management
- ❑ Other (please specify):_____

28. Please check the category that best represents your family situation.
- ❑ Single without children
- ❑ Single parent
- ❑ Married without children
- ❑ Married with children living outside of home
- ❑ Married with children living at home
- ❑ Separated without children
- ❑ Separated with children
- ❑ Other (please specify):

_____

- ❑ I choose to not answer this question.

29. Are there other family-related concerns that you feel need to be addressed in the near future (for example, care of elderly or handicapped dependents)?

_____

_____

_____

_____

Appendix D

Sample Company Credo

(Adapted with permission of Johnson & Johnson.)

We believe our first responsibility is to the doctors, nurses, patients,
mothers, fathers, and all others who use our products and services.
In meeting their needs, everything we do must be of high quality.
We must strive constantly to reduce our costs
in order to maintain reasonable prices.
Customers' orders must be serviced promptly and accurately.
Our suppliers and distributors must have an opportunity
to make a fair profit.

We are responsible to our employees,
the men and women who work with us throughout the world.
Everyone must be considered as an individual.
We must respect their dignity and recognize their merit.
Employees must have a sense of security in their jobs.
Compensation must be fair and adequate,
and working conditions clean, orderly, and safe.
We must be mindful of ways to help our employees fulfill
their family responsibilities.
Employees must feel free to make suggestions and complaints.
There must be equal opportunity for employment, development,
and advancement for those qualified.
We must provide competent management,
and management actions must be just and ethical.

We are responsible to the communities in which we live and work
and to the world community as well.
We must be good citizens--support good works and charities
and bear our fair share of taxes.
We must encourage civic improvements and better health and education.
We must maintain in good order
the property we are privileged to use,
protecting the environment and natural resources.

Our final responsibility is to our stockholders.
Business must make a sound profit.
We must experiment with new ideas.
Research must be carried on, innovative programs developed,
and mistakes paid for.
New equipment must be purchased, new facilities provided,
and new products launched.
Reserves must be created to provide for adverse times.
When we operate according to these principles,
the stockholders should realize a fair return.

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